**K-5 Math Lesson Plan**

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| **Teacher:**  **Monica Ryan**  **Tashia Dorsey**  **Sedalia Elementary** | | | **Grade:**  **2** | | | **Date(s)**:  **Day 3 of Task 4** |
| **Unit Title:**  Unit 1: Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Fill in the chart to show your findings to the PTA treasurer. Your chart should include how much was in inventory, how much needs to be bought, and how you determined this for each item. | | |
| **Essential Question(s):**  How do patterns help me skip count? How do I compose numbers up to 1000? How do you know the value of a number? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Overhead * Symbols * En Visions 17-6 * Index Cards * Computer * Base-ten Blocks | | **Student:**   * Pencil * Math Journal * Worksheets 17-6 * Index Cards * Base-ten Blocks | | | Place Value  Hundreds  Tens  Ones  Skip Counting  Counting On | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.1:** *Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.*  **2.NBT.3:** *Read and write numbers to 1,000, using bade-ten numerals, number names, and expanded form.*  **2.NBT.4:** *Compare two three-digit numbers based on meanings of the hundreds, tens, and one digits, using >,=, and < symbols to record the results of comparisons.*  2.NBT.2: *Count within a 1000; skip count by 5’s, 10’s, 100’s.* | | | | | |
| **I Can Statement(s):**   * I can tell what the symbols mean. * I can use the < or > when telling which number is larger or smaller. * I can use the = sign to show that the two numbers have the same value.  |  | | --- | |  | | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher will introduce lesson by using animation envisions video Lesson 17-6 Comparing Numbers. Once the video is completed the teacher will write these numbers on the board 214 and 331. The question posed to students will be “When looking at numbers like 214 and 331, how do you know which is greater?” Teacher will model and demonstrate how to show each of those numbers using base-ten blocks. Using envisions work mat on page 531, Lesson 17-6 teacher will guide students to complete the work mat using base-ten blocks. | | | | | |
| **Teacher Directed:**  Teacher will remind students’ comparing two three numbers you start with the digit that has the greatest place value; hundreds digit. Using EnVisions workbook page 532 have the students compare by writing the greater than <, lesson than > or = to symbol. To determine the students understanding, call on students to explain what to do when they compare a two digit to a three digit number.  Teacher will model 2 three digit numbers; for example 859 > 567 and 567 < 859. The teacher will point out that the symbol always points to the lesser number and opens to the greater number. | | | | | |
| **Guided Practice:**  Teacher will guide students to compare numbers by writing the words greater than, less than or equal to. Then write the symbols <, >, or =. Corresponding problems on are page 532 problems 1-8. At the bottom “Do you understand?” how would you compare 326 and 89? (answer) Start with the digits of greatest place value (300 is greater than 0 hundreds, so the number 326 < 89). | | | | | |
| **Independent Practice:**  Students will have eight problems where they compare greater than, less than, or equal to with words and symbols <, >, =. Problem solving – students will have two number sense problems where they will write a number where they will make each comparison true. If students have difficulty deciding if one number is greater than, less than or equal to another number, have student build the two numbers they are comparing using 100’s flats, 10’s rods and unit cubes (so they can visually compare the two numbers). Students will complete two problem solving questions using the symbols <, >, =. In the journal section students will be given two numbers in which they must show both representations (comparison in two ways) (398<389 and 389>398).  \*\*EnVisions worksheet pages 533-534\*\* | | | | | |
| **Closing/Summarizing Strategy:**  Students will have base-ten blocks at their seat. The teacher will call out the base-ten riddles one at a time and allow each student to have time to work out the problem. Then the teacher will call on a student to answer and the student will explain to the class how they came up with each answer. There are nine problems so each time there will be a different student who is called on to answer and explain. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  | | --- | | * Create your own chart to show findings to the PTA treasurer. * Come up with your own way to show your findings. | | | | |  | | --- | | * Use pre-labeled chart to show findings (may not include all items depending on previous intervention strategies). | | | | |  | | --- | | * Use a pre-labeled chart to show findings. * Depending on their level of proficiency, you may need to limit the number of items they have to fill in. | |
| **Assessment(s):**  Use students’ journals as another informal assessment for understanding. Students will be given three sets of numbers (written on the board) in order to compare using <, >, = symbols. Each number set will represent ONE of the symbols. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |